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ABSTRACT

This bibliography focuses on assessment tools and techniques that can be used for career development in a school setting. It covers professional preparation for guiding assessment exercises, tools for screening students for readiness to undertake assessment activities and make career decisions, and assessment instrument instruments themselves. The 23 citations from the ERIC and Educational Testing Service databases include the following types: assessment and screening instruments, instructional materials, journal articles, microcomputer programs, project descriptions, research reports, and teaching guides. Each citation includes title, date, author(s) and/or developers, availability, and an annotation. The document also contains two articles. "Coming Alive from Nine to Five: The Career Search Method" (Betty Neville Michelozzi and Peter J. Michelozzi) outlines a career search program that sets up a basic foundation of self-assessment and includes descriptions of four self-assessment inventories. "Self-Identification of Talents: First Step to Finding Career Directions" (Henry G. Pearson) describes a Career Direction Workshop intended to teach people how to identify their talents and to link those talents to career fields that make the best use of them. (KC)

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Assessment Instruments for Career Development

A Bibliography

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Assessment Instruments for Career Development

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Introduction

An important step in career development is the assessment of personal interests, aptitudes, and abilities. In conjunction with a statewide effort to make career development a fundamental part of education, the Florida Secondary Vocational Education Task Force advocates incorporating a self-awareness component into the educational system.* This bibliography focuses on assessment tools and techniques to be used for career-development purposes in a school setting. It covers professional preparation for guiding assessment exercises, tools for screening students for readiness to undertake assessment activities and make career decisions, and assessment instruments themselves.

Citations include assessment and screening instruments, instructional materials, journal articles, microcomputer programs, project descriptions, research reports, and teaching guides.

Materials for inclusion in this bibliography were located through the Florida Educational Information Service (FEIS). FEIS conducted searches of computerized retrieval systems (specifically, the ERIC [Educational Resources Information Center], VECM [Vocational Education Curriculum Materials], and ETS [Educational Testing Service] data bases).

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For additional search information, contact Florida Educational Information Service, Center for Instructional Development and Services, 2003 Apalachee Parkway, Suite 301, Tallahassee, FL 32301-4829, (800) 428-1194.

Microfiche copies of ERIC documents are available through FEIS. To order these microfiche documents, use the order number found in the "Availability" field of certain bibliographic entries. Microfiche documents may be ordered at a cost of $.60 per sheet. Each sheet contains up to ninety-six pages of printed copy.

**Blueprint for Career Preparation*. Tallahassee, Fla.: Florida Department of Education, 1989.

Michelozzi, Betty Neville, and Michelozzi, Peter J. *Coming Alive from Nine to Five: The Career Search Method*. (pp. 1–5). Palo Alto: Mayfield Publishing, 1980.

Outlines a career search program that sets up a basic foundation of self-assessment. Includes descriptions of four self-assessment inventories.

Pearson, Henry G. "Self-Identification of Talents: First Step to Finding Career Directions." *The Vocational Guidance Quarterly*, 24, no. 1 (1973): 20–26.

Describes a Career Direction Workshop which aimed to teach individuals how to identify their talents and to link those talents to career fields that make the best use of them.

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COMING ALIVE FROM NINE TO FIVE
The Career Search Method

Presenters: Betty Neville Michelozzi
Mission College, Santa Clara, CA

Peter J. Michelozzi
Memorial High School, Newark, CA

Text of talk given at:

California Personnel and Guidance Association Convention
San Francisco, February 16, 1980 and
American Personnel and Guidance Association Convention
Atlanta, March 29, 1980

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

I. Introduction
   A. Welcome/Overview of Workshop
   B. Rationale for this career search method

When I first began counseling twelve years ago, my strong interest was in the personal counseling area. When people came in with a dilemma about career direction, I worked hard to clarify the areas of conflict. Administration and interpretation of various career inventories, even followed by more counseling, seemed to be a very "thin" process.

I began developing a few materials for office use, but the chemist in me longed for a more complete system - along with more tangible results. When an opportunity arose to "trade in" a chemistry course I was teaching for a course in career exploration, I took it. It gave me a good chance, along with a subsequent year's sabbatical, to explore available career resources. I found that many counselors expressed a need for a better system. I began developing and testing a process. The result of three years of hard work, Coming Alive from Nine to Five, The Career Search Handbook, was published this year by Mayfield Publishing Company. It has been used by over 4,000 people to date in individual counseling, workshops, and classes. It has received much positive feedback.

I'd like first to share my underlying philosophy of career search and then talk about the process.

II. Philosophy of Career Search
   A. Career Search can be a special time, a privileged time, to orient/organize one's life. We set aside time to look at ourselves and what we've been doing. It deals with how we intend to spend our lives for a time, how we intend to live out the rest of our time. We must decide: to keep or not to keep goals of old, to change or not to change well worn behaviors, to aspire or not to aspire to certain positions, to improve certain skills, to develop certain characteristics, all with a view toward greater life enrichment. The decisions we make can make a difference. Sometimes we find ourselves half way down the block and look up and say "did I take this street"?

B. The Worry Bird

So many of us spend time and energy rushing around like the Worry Bird. We have to fly backwards to see where we've been and as a result have little sense of where we're going.

Maybe some of what we do isn't worth all the time and energy we spend -- and it has global implications when you consider half of several billion or more people doing likewise - wasting resources, exhausting themselves, often finding no purpose while another half or more barely survives. The U.S. with 5.6% of the world's population uses 40% of the resources.

So I see Career Search as more than just figuring out -- what is the best job for us? That's a shorter view. The prospective expands/lengthens when we ask ourselves what we want that job to do for us -- and very quickly we find ourselves face to face with some of our deepest values. Do we want money, power & status? Peace, harmony, love? Can we have it all? Are some values incompatible with others?

Can we work 60-70 hrs/wk moving up the corporate ladder, have close, loving relationships with our family, grow our own vegetables, recycle our tin cans on Saturdays, keep physically fit by jogging daily, act as Boy Scout leader, pillar of the church, meditate and do Yoga one hour a day, play bridge every Thursday, golf and have dinner every week-end at the country club?

How fully can my interests and values be actualized in the real world? What is it all about, Alfie? What is the purpose of work? What is the purpose of life? Career Search can be a profound journey of personal growth -- not just a superficial choosing and securing of a job.

III. The Process

The process needs to be lighthearted, warm and encouraging, but not trivial! Career Search can be more meaningful if it involves a good system, clear and demystified, that helps people articulate as clearly as possible <u>who</u> they are and <u>what</u> they do well.

Self-awareness
leads to
self-acceptance
leads to
self-confidence

It should first set up a basic foundation of self-assessment. Second, it should help people to describe themselves as fully as they can, admitting who they are in terms that can be related to the work world. Third, it should then help searchers see the relationship between their characteristics and the work world. The complex work world needs to be shown completely but in an organized and demystified way. Fourth, it should show them how to connect effectively "out there".

A. Basic foundation of self-assessment
   1. What is it they need versus what they want/over and above/ to lead an enriched life.
   2. This leads into what they value in life--a process of clarifying values.
   3. What a person values determines life choices and thus, interests are developed.
   4. These interests based on value choices make up their personality orientation.
   5. Skills are developed from interests repeated.
   6. Roles/stereotypes develop that block perception of who we are.

B. Self-description in terms of work world. I'd like to describe four inventories that are the heart of the process:
   1. The Personality Mosaic
      This inventory is made up of ninety statements such as "I'm always glad to have someone else take charge". The student/ client circles the numbers of those statements that feel like something he/she would say or identify with.

      Self-scoring leads to a personality orientation based on John Holland's six-personality typology. An explanation and interpretation follow. The person can then go back and see why the scores turned out as they did and realize that uncertainty of their answers makes the results less than certain. It is important for people doing assessment inventories to realize this.

      The next three inventories tap into the Dictionary of Occupational Titles Volume II, 1965 and the Guide for Occupational Exploration, 1979, both from the Department of Labor. The rather complex, technical language of the DOT has been carefully simplified and popularized.
   2. Data, People, Things
      A rating is done of high, medium or low on statements dealing with desired levels of complexity and responsibility in regard to data, people, and things.
   3. Work Qualities
      The interests and temperaments or work situations and activities have been carefully synthesized here and simplified into ten qualities of work. By indicating the "must have" qualities a student is getting closer to jobs that contain his or her satisfiers.
   4. Skills Analysis
      In this inventory the eleven aptitudes of the DOT are condensed into eight basic skill areas. A two-part skills analysis results in a rating as to interest in using these skills at high, medium or low level of proficiency.

C. Relationship of self - characteristics to the work world
   The last section connects the data collected in the four inventories with a chart of the sixty-six Job Groups of the Guide for Occupational Exploration (DOL, 1979 - see workshop handout). These Job Groups represent 40,000 job titles. Each group has been rated on its involvement with data, people and things, work qualities and skills. By circling one's desired satisfiers, clusters of interest groups begin to appear.

It enables a person to grapple with his or her own qualities and to see at a glance how these qualities fit into the entire U.S. job market. A counselor can use this data to spot inconsistencies and areas of job dissatisfaction. An obvious example would be the case of a highly realistic, low people - oriented person who would choose social work with its high people priority as a top job group.

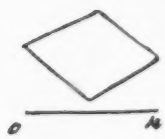
D. Connections

I feel that a career search process should not stop here. It ought to deal with the job market not only in terms of statistics but in terms of rapidly changing trends in society and how these relate to the risks in career choice. We need to show people how to get into the "network" of workers in a particular field to give them access to "onsite" career information. We need to "empower" them to search creatively and with sophistication in a competitive world by teaching them such basics as resumés, applications, interviews and letters. We need to make them aware of the structure and subtleties of workplaces.

An important part of the process is to see that they fit in many places, not just one career, and that they do have alternatives.

IV. Decisions

A. The Career Continuum



The stages of career decision-making seem the same. First, a "zero point" or blank feeling of "I don't know what I want". Information seeking follows if any real movement is to take place. Often this self and career assessment leads to a feeling of anxiety and confusion. The person has opened up a lot of options and is overwhelmed. Narrowing down must be next to arrive at the decision point. Everyone goes through these stages at an individual rate of speed.

B. Seven Choices

In reality there are only about seven basic career directions: business, industry, education, entertainment/communication, health, government or the military. By zeroing in on one of these areas a person has narrowed the options greatly.

But after a career search process has been done, a person may be only half way to the decision point. This point can seem to be a place of greater confusion than the starting point. All that information must be assimilated. Many feel a need for "percolation time".

So the immediate decisions must be presented: to go back to school, keep the same job with a new approach, decide not to decide. Here, an analysis of one's decision-making risk taking skill can be helpful.

V. The Larger View

In these days of skrinking resources and energy, it seems important to spend a little time considering how one's work fits in with world/personal concerns. So I like to spend some time considering a global and personal philosophy of work. Why are we doing all this and how is it affecting the world?

VI. Accountability

In these days of Jarvis and Jaws, having a tangible, visible program can be a plus. Many people feel anxious about what they are going to do at all stages of life transitions from high school graduation to retirement. Parents especially are concerned about their children. Career Counseling has a great deal of substance to it. Using the system as a spring board to speakers, panels, work experience, infusion and other school programs can enhance counselor visibility.

VII. Career Search - A Personal Growth Process

The career search journey should be a "thought-ful" one that leads to growth. Abraham Maslow said it well: "Even if all these needs are satisfied, we may still often (if not always) expect that a new discontent and restlessness will soon develop, unless the individual is doing what he's fitted for. A musician must make music, an artist must paint, a poet must write, if he is to be utimately at peace with himself. What a man can be, he must be. This need we call self actualization." To paraphrase Elizabeth Cady Stanton in 1888, "The true person is as yet a dream of the future". May we all use our work to contribute to a better world, a better future.

Self-Identification of Talents: First Step to Finding Career Directions

Henry G. Pearson

"Occupational choice is a lifelong process of decision making. . . . The individual remains the prime mover." That was the nub of Eli Ginzberg's classic restatement in 1972 of his theory of occupational choice [6, pp. 172, 175]. Currently there is increasing recognition that the counselor's role is not merely to assist clients in making particular career choices but to help them learn a method for making such choices [2]. If occupational choice is a lifelong process (from career-related choices in junior high school and earlier to retirement choices at age 65), then it seems logical to teach young people a way they can do it themselves for the rest of their lives.

Although progress is being made in teaching self-awareness and decision making [11; 5], these subjects do not necessarily focus on systematic methods of career decision making. For these methods the guidance profession is relying mainly on traditional approaches to finding skills and interests plus some newer approaches to exploring occupations.

The traditional method for determining skills and interests is, of course, testing. Yet giving youngsters tests simply signals them that the information about themselves is going to come from some other source and not from themselves. They may listen to and even agree with test results but they have learned little about how to identify their skills and interests on their own.

The newer approaches to learning about occupations are career education, explorations, and experiences. All three are vital to career decision making but they usually do not offer students the chance to learn how to spot the skills and qualifications required by an occupation or how to relate the skills they have to that occupation. It is one thing to observe, read, or be told that the airline reservation clerk writes up a ticket, but another to understand that ticket writing is a form of universal skill called record keeping. This chance to learn how

Henry G. Pearson is a consultant with Career Concepts, Wayland, Massachusetts, and a former career counselor with the Polaroid Corporation.

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to translate a specific skill into its generic equivalent is usually overlooked.

The reason for this lost opportunity is that students have not been coached first in how to identify their own skills and interests; in fact, just the opposite occurs. A test might tell Mary, "Your interests are the same as most computer programmers' interests," but it does not alert her to the daily evidence, past or future. She does not learn that her playing chess and winning debates are evidence of logical thinking, a skill that can be used in computer programming or innumerable other occupations.

Also, Mary may get the impression from the testing process that some other person or instrument is really going to be responsible for picking a career for her. Her natural dependency on parents, teachers, friends, and guidance counselors is enhanced by this conventional approach of telling her where her interest is. Someone else does the evaluating and reporting; someone else is really still in charge. So she does not see herself as the prime mover. It is not surprising that this same dependency on others for career decisions surfaces on her first job and possibly every job thereafter. She sees the boss as largely responsible for her future.

The Career Direction Workshop: First Stage

It was partly to lessen this dependency on the employer for career decision making that my colleague, Gladys M. Bishop, and I developed a method for teaching it in a business setting. She had been exposing employees at Polaroid Corporation to new career fields inside the company by arranging temporary assignments in areas that interested them [1]. But she found that employees not turned on by such career exposures rarely gained much insight into why they did not like them. Furthermore, the exposures had not necessarily helped them analyze what kinds of jobs would be more suitable. What these employees needed was not just exposures and try-outs—a "shopping around" process—but an opportunity to learn how to identify their own talents systematically before shopping around.

Together we developed the Polaroid Career Direction Workshop to teach employees how to identify their talents for themselves and how to link these talents to career fields that used them best. This procedure involved group and individual sessions totaling about 10 hours. Emphasis was not on the ultimate outcome, but on learning the process.

In these workshops the participants examined their successful experiences, things they had done well and enjoyed. They described them in detail and analyzed the skills and traits that had made these

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experiences successful. They could find these events in any period or facet of their lives [10].

Warren, a high school graduate and truck driver, gave as an example his having climbed Mt. Washington as a youth. Describing it, he said it was his idea, he got some others interested, found a map and studied it, talked with his father about the best route, set up a time schedule, met with the others to decide what food to take and clothes to wear, started on schedule, stopped en route to chat with another party, made the top, admired the view, saw a deer, ran into a thunderstorm, and arrived home on time. Parents were worried but congratulatory.

Out of this description Warren extracted the following skills, values, capabilities, and environmental factors: coming up with ideas, persuading others, leadership, consulting with others, investigating and studying, planning, decision making, goal setting, scheduling, physical exertion, persistence, socializing, group cooperation, achieving goals, appreciation of nature, appreciation of beauty, outdoors, overcoming obstacles, and recognition. Some of these words he and others in the group suggested; some he got from a check list of the most commonly used expressions.

Then Warren described and factored a second achievement, selling the most tickets to his senior class play. He was surprised to find how many of the same talents he had displayed: persuasion, planning, goal setting, persistence, socializing, group activity, goal achieving, overcoming obstacles, and recognition. He was intrigued that two such apparently dissimilar activities as mountain climbing (a sport) and ticket selling (an extracurricular school activity) called for some of the same talents. He was beginning to get out of his own subcultures by learning another kind of language [3].

This process continued until Warren had described nine or ten achievements and uncovered the skills and characteristics involved. By logging them on a simple chart, he was able to determine which occurred most frequently and to detect a pattern of common-denominator talents. These were the talents he had actually enjoyed and used successfully in the past and could count on enjoying and using successfully in the future. As Bernard Haldane, who pioneered this concept, commented in his recent book, *Career Satisfaction and Success*, "When you have identified the strong threads of your motivated skills, you will find they weave together into a lifeline that gives job freedom as you choose your changing career paths" [8, p. 160].

This self-analysis of one's past successful experiences to discover talents is the first stage in the career decision-making process. It capitalizes on the principles that people are the products of their past experiences and that emphasizing accomplishments helps them become aware of their own worth [9].

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Second Stage

Once Warren had organized his own personal talent bank he was ready to go to the second stage of the Career Direction search, that is, analyzing jobs and careers for the talents (qualifications) required and determining whether or not he had them.

He looked at once into career fields or clusters, either inside or outside the company, that held some interest for him and could use his talents. He could either browse through the 22 "Areas of work" in the *Dictionary of Occupational Titles* (Vol. II) [12] or the 13 groupings in the *Occupational Outlook Handbook* [13]. He could also get leads from the Office of Education charts of 15 occupational clusters [14]. He could have accomplished the same thing by talking to people in his areas of interest.

As he surveyed various occupations he kept his eye on the talents they required and compared them to his own. At this point he did not allow himself to be deterred by the sometimes formidable education and training requirements. The cluster he looked up first in the *Occupational Outlook Handbook* was air transportation. As he had found he had skills with people, he analyzed the air transportation job descriptions for *people* activities. Having learned the terminology as it applied to himself, he could now spot it in job descriptions. For instance, aircraft air traffic controllers *communicate* with pilots; aircraft mechanics *obtain* descriptions of problems from pilots; airline dispatchers *confer* with captains; flight attendants *help* make passengers comfortable; pilots *supervise* other crew members; reservation clerks *sell* tickets. These are all *people* skills required on the job and, thus, desirable as qualifications for the job.

The aim, though, was not to get Warren to decide whether he wanted to be an airline dispatcher or traffic controller, or even to work in that cluster, but to get practice identifying talents required by jobs in terms of his own particular skills. He could use this art repeatedly in exploring careers.

A shipper at Millipore Corporation in Bedford, Massachusetts, listed eight achievements and from these developed half a dozen key talent areas: mobility/physical, manual/mechanical, numbers, working closely with people, learning/observing/following instructions, and planning/following through/getting results. He came up with two quite different career directions: police officer and all-around maintenance mechanic. The fact that they appeared occupationally unrelated did not bother him; he could see they were linked by his six primary talent areas.

As there were no current openings for police officers in his home town or for maintenance mechanics at Millipore, he was considered for another job as an electrical helper. In his interview he produced

tangible evidence of the skills that qualified him for that job even though he had no previous electrical experience. The electrical foreman was impressed and took him on.

A dramatic outcome like this is not necessarily the prime purpose of the workshop. Among working adults who participate, usually 25 percent report that they find new career directions. Another 25 percent say that it confirms for them that they are in the right careers. And 50 percent feel it helps them to organize their thoughts, spot unrealized talents, enlarge their view of themselves, and gain confidence. To illustrate, a typically frustrated secretary came to realize during the workshop that she was really good at figures. Thus assured, she asked her boss for some project involving numbers and he promptly obliged. He had never dreamed she would be interested!

A Natural for Students

After teaching this process to about 300 people I have found it a natural for students. One high school senior who first claimed he had never enjoyed or done anything well finally described his favorite pastime, playing baseball. He was delighted to find that he used 15 skills playing second base: observation, following instructions, fast reactions, thinking ahead, close team work (infielding), independent activity (at bat), eye-hand-body coordination, physical energy, numbers, mobility, practice, dependability, perseverance, showmanship, and competition. By the end of our first session, when I pointed out that some of these were traits much prized by employers, his self-esteem had risen noticeably.

An English teacher/adviser used the method in class. She wrote me,

> The students and I felt the approach to be practical, effective, and fun, to say nothing of revealing about one's skills and interests. Some reasonably good resumes for summer jobs came out of the unit, but perhaps even more important was the way the students came to think about careers and about themselves as people. Afterwards they used the material for their college board applications. It helped them be specific.

A liberal arts senior at Northeastern University said she had liked parts of her college career and had done well academically, but she wondered how to relate a liberal education to a career. The group analyzed the skills it takes to be a liberal arts college student: planning, decision making, investigating, research, ideas, imagination, gathering data, consulting, reading, writing, figuring, evaluating, synthesizing, listening, following instructions, setting goals, following through, meeting deadlines, working under pressure, relating to others, independence, competition, budgeting, and self-organization.

Among these factors she saw a considerable number that were common to her other achievements. Although at the start of the work-

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shop she was stumped about what she could do, when she finished she had begun to see several realistic possibilities. But this was not to say she had made a final decision. She did not want at this particular time to get "tracked" but she was learning how to get on or off a track. The others in the workshop also realized that their four "useless" years in liberal arts had produced a flock of employable skills [4].

The rueful testimony of these seniors included such comments as, "If I had taken this earlier it would have helped me decide my major," and, "If I had analyzed myself this way in high school I would have had some idea what I was good at." At Columbia University, where these basic concepts have been used in a workshop for five years, the students say the process "liberates them." Rarely had anyone asked them before to focus on what they liked to do. Alumni report that they use it as an aid to lifelong development of a vocational philosophy [7].

Universal Application

My impression from training fourscore school and college counselors and from coaching individuals is that the method has universal application. The process is reasonably structured: Examine only your successes. Spot the skills and traits used. Translate these factors into generic terms that are transferable to other experiences. Determine which of these links occur most frequently. Keep watching for these common-denominator talents when exploring careers. Focus on learning the process rather than expecting immediate outcomes. And yet, outcomes will result from learning the process. These methods, I believe, can apply to people of all ages, levels, and backgrounds.

The practice of this methodology is not always simple. Some people find it harder than others to conceptualize. They find it hard to see, for example, that a systematic approach to solving a mechanical problem may be related to a similarly systematic approach to solving problems with people. A high school junior had trouble seeing that the precision required for knitting and piano playing could relate to the precision required in a research lab. She could still relate piano playing only to being a musician.

The process also seems to require coaches who are both teaching and counseling oriented. These coaches need skills in teaching groups about ideas and words and in counseling individuals on a one-to-one basis.

The principle that people can learn what talents to use in the future by researching what talents they used best in the past is incontrovertible. It serves as a lifelong guideline for making career decisions and insures the individual's remaining the prime mover in making these decisions.

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Notes for reading an entry. The records listed in this bibliography have been selected and reproduced as written by data base developers. No further editing of the texts was done.

Microfiche copies of ERIC documents are available through FEIS. To order these microfiche documents, use the order number found in the "Availability" field of certain entries. Microfiche documents may be ordered at a cost of 60 cents per sheet. Each sheet contains up to ninety-six pages of printed copy.

Overviews/Research

TITLE: ***Career Education and Predicting Job Satisfaction.***

DATE: 1982.

AUTHOR: Blai, Boris, Jr.

AVAILABILITY: For a microfiche copy of this document, order ED215113 from FEIS.

ANNOTATION: A test was developed to predict job satisfaction on the basis of psychological-needs satisfaction. A short questionnaire consisting of six multiple-choice questions was designed to measure (1) expressed degree of need satisfaction among 14 preselected psychological needs (job security, outdoor work, good pay, competition, esteem, leadership, dependence, social service, self-actualization, power, congeniality, advancement, independence, and interesting duties) and (2) self-evaluated degrees of satisfaction as reflected in a seven-factor Likert-type scale. The questionnaire was administered to 472 workers employed by the federal government. Sampled were employees in 29 different kinds of jobs within five major occupational groups. Structural analyses were performed to measure the extent to which different values in the job-satisfaction variable were accompanied by—or perhaps dependent upon—changes in the need-satisfaction strength variable. The level of correlation found suggests that the technique has marked construct validity as well as a useful level of predictive value in estimating worker job satisfaction from obtained measures of experienced needs satisfaction. (Actual instrument not included in report.)

FORMAT: Research Report, 7p.

TITLE: **"A Conceptual Framework for Career Awareness in Career Decision-making."**

AUTHOR: Wise, Robert; Charner, Ivan; Randour, Mary L.

JOURNAL: *Counseling Psychologist*, v6 n3 p47-53 1976.

ANNOTATION: Describes a four-part framework developed for the purpose of planning research and development programs in career development. The four major parts of the framework are: (1) institutional influences on career awareness and career choice (e.g., family, school, mass media, and community groups); (2) the concept of career awareness (i.e., knowledge, values, preferences, and self-concepts; (3) the skills of self-assessment and decision making; and (4) the making of actual decisions in career-forming situations. Both the object of career awareness (i.e., work) and the subject (i.e., the self) in the career decision-making process are considered.

TITLE: **"Skills Assessment in Career Counseling: A Developmental Approach."**

AUTHOR: Manzi, Peter A.

JOURNAL: *Career Development Quarterly*, v36 n1 p45-54 Sep 1987.

ANNOTATION: Describes three modes of skills assessment: (1) self-assessment, (2) counselor-directed assessment, and (3) computer-assisted assessment. Instruments specific to each mode are delineated and evaluated. The special career-development tasks of high school, college, and adulthood are discussed, and suggestions for skills assessment at each of these stages are given.

TITLE: **"Testing 1985."**

AUTHOR: Hunter, William J.; And Others.

JOURNAL: *School Guidance Worker*; v40 n4 p12-5P Mar 1985.

ANNOTATION: Presents articles on test anxiety, personality tests, history of tests and benefits to be derived from their use, tests as tools in career decision making, temperament needs for certain jobs (as determined by personality tests), interest inventories, testing exceptional students, and testing to evaluate vocational needs of special-needs groups. (BH)

NOTE: Special issue on testing in schools. It includes nine articles by William Hunter, Frances Morrison, Anne Berens, Don MacLean, Ross Greenwood, Herman Crowe, Carol-Anne Bennett, Colin and Catherine Bryor, and Jane McFadden.

Professional Education

TITLE: ***Methods and Materials of Vocational Counseling.*** Instructional Manual.

DATE: 1980.

AUTHOR: Thomas, Robert E.

AVAILABILITY: For a microfiche copy of this document, order ED218449 from FEIS.

ANNOTATION: This instructional manual provides an approach and planned sequence for teaching a course on methods and materials of vocational counseling. (The course is intended for counselors who are relatively new to the field of vocational counseling or who need to become acquainted with newly developed tools in the field.) Covered first are tools and programs for use in self-assessment to identify suitable occupations and in occupational exploration. The PLACE system, a system that fulfills the employment readiness stage of the career counseling progression, is described. Set forth next are the methods and materials of the Creative Job Search Technique. Two additional programs—one a computerized self-assessment system called CHOICES and the other a curriculum-based vocational counseling program called Creating a Career—are discussed. Each unit on a particular tool or program contains the following: a description of the tool or program; tool or program components; information to be gained from the given source; and an instructional plan that includes a unit objective, materials and preparation required, and instructions for implementing learning activities. Appended are section and final tests and a course outline. (MN)

FORMAT: Teaching Guide, 372p.

Screening Tools

TITLE: ***Career Decision Scale.*** Third Revision.

DATE: 1987.

AUTHOR: Osipow, Samuel H.

AVAILABILITY: Psychological Assessment Resources, P.O. Box 998, Odessa, FL 33556.

ANNOTATION: This self-rating is designed to survey high school and college students about their status in the decision-making process. It gives an estimate of career indecision and can serve as an outcome measure for determining the effects of intervention. Normative data are available for students, adults in continuing education, and women returning to college.[1]

FORMAT: Assessment/Screening Instrument.

GRADE LEVEL: 9; 10; 11; 12; Higher Education.

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TITLE ***Career Development Inventory—Australia.***

DATE 1984

AUTHOR Lokan, Jan

AVAILABILITY Australian Council for Educational Research, P.O. Box 210, Hawthorn, Victoria, Australia 3122

ANNOTATION The Career Development Inventory—Australia (CDI-A) is a questionnaire designed to assess a range of behaviors that are relevant to the process of making appropriate career decisions, including both attitudes and cognitive skills. It is most appropriately used with secondary students in grades 8–11, but in particular circumstances, it may be used with younger or older students, and with adolescents who have left school. The instrument is intended primarily as an aid to career teachers, advisers and counselors. It assesses students' career planning progress, readiness for exploratory experiences, and decision-making skills in the following four areas: Career Planning (CP), Career Exploration (CE), World of Work Information (WW), and Career Decision Making (DM). An Occupational Group Preference Form is on the back of the answer sheet. It has a list of 100 jobs arranged in 20 groups and asks the student to check jobs he/she might like when he/she goes to work. Most students can complete both the CDI-A and Occupational Group Preference Form in the typical 40-minute class period.[2]

FORMAT Assessment/Screening Instrument

GRADE LEVEL 8, 9, 10, 11

TITLE **"Computer-Assisted Guidance: Determining Who Is Ready."**

AUTHOR Dungy, Gwendolyn

JOURNAL *Journal of College Student Personnel*, v25 n6 p539–46 Nov 1984

ANNOTATION Describes the development of a screening test to identify individuals with the best potential for being helped by a computer-assisted guidance program. The Career Decision-Making Questionnaire was administered to 142 students. Results indicated the importance of prior experience with career information.

Assessment Instruments

TITLE ***Alabama Career Development Program: Strategies for Implementing Interest and Aptitude Assessments in Alabama Schools.*** Eighth Grade through Twelfth Grade

AVAILABILITY Alabama State Department of Education, Counseling and Career Guidance Section, Gordon Persons Building, Room 3318, 50 North Ripley Street, Montgomery, AL 36130

ANNOTATION There are five guides currently available, one for each of the grades 8–12. These guides are intended for use as supplements to the Ohio Vocational Interest Survey (OVIS II) and the Differential Aptitude Tests (DAT), but the self-evaluative activities they contain are valuable in their own right. The Eighth Grade Strategies is intended to get students thinking about interests, aptitudes, and goals as they relate to career planning. The Ninth Grade Strategies prepares students for taking the OVIS II and the DAT by familiarizing them with the tests. The Tenth, Eleventh, and Twelfth Grade Strategies help students to utilize the test results to make decisions and formulate a career plan, to evaluate the career choices they make, and to supplement those choices with job-seeking skills. Each guide contains directions for use, checklists of student objectives and preparation activities, discussion questions, and student activities.

FORMAT Instructional Material, Teaching Guide, 39–96p

GRADE LEVEL 8–12

TITLE ***CAP Self-Inventory Cards.***

DATE 1981

DEVELOPER Department of Labor, Employment and Training Administration, Office of Youth Programs, Washington, D.C.

AVAILABILITY For a microfiche copy of this document, order ED214001 from ERIC.

ANNOTATION This booklet of Self-Inventory Cards is one of the 14 components of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the work conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. The Self-Inventory Cards are used, along with the Program Guide, to help students begin to clarify their work attitudes and values. The cards are first cut out of the booklet by participants. The front of each card contains the code letter of the "job function" to which the statement relates. Participants take a self-inventory by sorting these cards according to degrees of interest and ability in given activities that are related to identified job functions. These are advising, arranging, building and making, doing clerical work, helping, maintaining and repairing, thinking in pictures, using information about the environment, working with equipment, and working with numbers and symbols. Each of these job functions, related to four specific job titles, is the subject of the Job Function Booklets of the CAP program. Participants choose one of these booklets on the basis of their scores on the self-inventory conducted with the Self-Inventory Cards. (KC)

FORMAT Instructional Material, 43p.

TITLE ***Career Decision Diagnostic Assessment.***

DATE 1987

AUTHOR Bansberg, Bill; Sklare, John

AVAILABILITY Publishers Test Service, 2500 Garden Road, Monterey, CA 93940-5379

ANNOTATION Can be used with individuals who are undecided about their career goals to determine if there are psychological reasons blocking their decisions. Developed to assist counselors in diagnosing the cause of career decision-making problems. Identifies those individuals who need more than occupational interest and ability information. Intended to be administered prior to or along with standard career assessment tools. Individuals may score their own tests but scores are not self-explanatory and must be discussed with a counselor. Instrument is written at a sixth-grade reading level. Was standardized on high school and community college students. May be used from age 14 to retirement. Test is based on practical, field-tested concepts that are statistically reliable. External validation was completed by statistically correlating it against four other instruments.[3]

FORMAT Assessment/Screening Instrument

GRADE LEVEL 9, 10, 11, 12; Higher Education

[2]Citation taken from the Test Collection Library. Copyright 1985, Educational Testing Service. Used with permission.

[3]Citation taken from the Test Collection Library. Copyright 1989, Educational Testing Service. Used with permission.

TITLE: ***Career Planning Service (Peterson's).***

DATE: 1986.

AVAILABILITY: Cost, $245. Jefferson Software, #2 Players Club Drive, Department JS1, Charleston, WV 25311. (800) 468-4227; in West Virginia 1-344-8550.

ANNOTATION: Helps students identify occupations suited to their abilities and personality. Consists of seven modules: (1) Personal Assessment, (2) Personality Style Chart, (3) Career Possibilities—gives a list of careers based on module 1 answers, (4) Career Exploration and Research, (5) Career Decision Making—rates the matches between Modules 1 and 3, (6) Career Planning—develops strategies for reaching career goals, and (7) College Majors—list of college majors related to career goals. Data disk stores student responses for counselor use. Order number: PT400A.

FORMAT: Learning Module; Microcomputer Program; Workbook.

SYS REQ: Apple; 64K Memory; 80-Column Display.

TITLE: ***Careers (A Course of Study). Unit I: Self Inventory.***

DATE: 1980.

AUTHOR: Turley, Kay.

AVAILABILITY: For a microfiche copy of this document, order ED195643 from FEIS.

ANNOTATION: Designed to help special-needs students develop an awareness of their own individual characteristics, values, interests, aptitudes, abilities, and personality, this self-inventory is the first unit in a nine-unit secondary-level careers course intended to provide handicapped students with the knowledge and tools necessary to succeed in the world of work. The first section on assessing one's personality type contains eleven self-assessment activities including defining one's idea of happiness; speculating on one's future life-style; assessing one's personal habits, strengths, personality traits and type, interests, and weaknesses; and isolating positive and negative personality traits in a group of fictitious persons. In section 2, students are required to assign numerical ratings to various personal values and goals. After an initial discussion of the terms *aptitude* and *ability*, the third section contains five activities designed to measure student aptitudes (instructions for taking the COPS inventory, a skills ability inventory, a work and study preference inventory, follow-up activities to the GATB test, and practice in using the *Occupational Outlook Handbook*). A career profile posttest concludes this unit. (The other eight course units, which include activities on job applications, interviews, and changes as well as budgeting, are available separately). (MN).

FORMAT: Instructional Material; Teaching Guide; 53p.

TITLE: ***Choice Pattern Procedure.***

AUTHOR: Tyler, Leona E.; McQueen, Lila J.

AVAILABILITY: Educational Testing Service, Princeton, NJ 08541.

ANNOTATION: Special type of interview designed to bring out peoples' individuality in their thinking upon which important life choices are based. Five different forms of the test are included: Set A for college age/experience (100 occupations and 55 leisure activities); Set B for high school age (50 occupations and 50 leisure activities); Set C for high school age (100 occupations); Set D for pre-adolescents (35 occupations); Set E for ages 9-17 (50 occupations). In addition the author describes many variations such as the individual vs. group and the item-card-sort vs. pencil-and-paper type; thus giving enough information so that a tester could develop his or her own form and style of administration. The role of the interviewer is crucial as his or her follow-up questions, initial instructions and observation of the subject could bias the test results. Includes a discussion of the numerical indices and two Content Analysis Systems (Morphology of Occupational Choice and Style of Conceptualization).

FORMAT: Assessment/Screening Instrument.

TITLE: ***Coming Alive from Nine to Five: The Career Search Method.***

DATE: 1980.

AUTHOR: Michelozzi, Betty Neville; Michelozzi, Peter J.

AVAILABILITY: For a microfiche copy of this document, order ED188094 from FEIS.

ANNOTATION: The concept of career search is envisioned as a means to personal growth rather than merely a choice of occupations. A career search program which is described sets up a basic foundation of self-assessment, exploring personal values, interests, and skills. Four inventories which are described can help individuals develop self-descriptions in terms of the work world. These inventories focus on personality traits, desired levels of complexity in regard to data, people and things; work qualities; and skills analysis. The inventory data are then connected with a chart of 66 job groups representing 40,000 job titles, showing the relationship between their qualities and job opportunities. This career-counseling process also involves resumes, applications, interviews, and letters. Career counseling is viewed as an important aid to helping individuals make thoughtful career decisions that lead to personal growth. (NRB).

FORMAT: General Report; 9p.

TITLE: ***Computerized Career Assessment and Planning.***

DATE: 1983.

AVAILABILITY: Cost, $485. Opportunities for Learning, Inc., 20417 Nordhoff Street, Department RB, Chatsworth, CA 91311. (818) 341-2535.

ANNOTATION: This series will help students determine their career interests, preferences, and abilities; select and explore career clusters; delineate and select relevant occupations; and develop a plan to enter the occupation of their choice. Information in the system is based on the *Guide for Occupational Exploration*, the *Occupational Outlook Handbook*, the *Directory of Occupational Titles*, *Lovejoy's College Guide*, and *Barron's Profiles of American Colleges*. Order 8G-50AD (Apple), 8G-50TD (TRS-80).

FORMAT: Curriculum Guide; Microcomputer Program.

SYS REQ: Apple II; 48K Memory; 8 Disks; 5 1/4 Inch Size; TRS-80; 48K Memory; 8 Disks; 5 1/4 Inch Size.

TITLE: ***Group Assessment.***

DATE: 1984.

AVAILABILITY: Jefferson Software, #2 Players Club Drive, Department JS1, Charleston, WV 25311. (800) 468-4227.

ANNOTATION: Computerized Career Assessment and Planning Program (CCAPP). Allows you to assess the career interests of a group of students with a paper and pencil exercise. The Workbook asks them questions regarding their interests and abilities. The questions in the Workbook are identical to the addition exercises in Modules I and II of CCAPP. Students record their answers on the coded Worksheets. These completed worksheets provide the data that is then entered into the computer. The computer will store the data for up to 200 individual students. This batch processing is ideal when computer time is in great demand. Order: Apple, JS0120A; TRS-80, JS0120T; IBM-PC, JS0120I; Group Assessment Workbooks (package of 10), JS0121B; Group Assessment Worksheets (package of 100), JS01225.

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FORMAT: Microcomputer Program, $75; Workbook, $6; Worksheets, $6.

SYS REQ: Apple; 2 Disks; 5 1/4 Inch Size; TRS-80, 2 Disks; 5 1/4 Inch Size; IBM-PC, 2 Disks; 5 1/4 Inch Size.

TITLE: ***The Harrington-O'Shea Career Decision-Making System.***

DATE: 1982.

AUTHOR: Harrington, Thomas F.; O'Shea, Arthur J.

AVAILABILITY: American Guidance Service, Publishers' Building, Circle Pines, MN 55014.

ANNOTATION: A systemized approach to career decision making which integrates four major dimensions in choosing a career: abilities, values, interests, and information. Is a simulation of a career counseling situation in which individuals learn about factors important in choosing a career and selecting a course of study or a job. The self-scored edition is available in English or Spanish. There is also a machine-scorable edition in English.[5]

FORMAT: Evaluative Instrument (available in print and microcomputer format).

SYS REQ: Apple II+; IIe; TRS-80 III; IV. 3 Disks.

TITLE: ***Here I Am—Where Do I Want to Go?*** A Career Interest Survey for Native Americans.

DATE: 1980.

AUTHOR: Graves, Mary A.

AVAILABILITY: For a microfiche copy of this document, order ED192989 from FEIS.

ANNOTATION: To help Native Americans discover what careers might interest them, the exercises in this workbook manifest the user's needs, beliefs, likes and dislikes, thereby enabling a better choice of a suitable career. Following the first section on pronunciation and meaning of certain words necessary to a school or job search, a section on job dreams and possible roadblocks is given. Exercises on determining lifestyle and focusing on oneself follow. A self-inventory helps the user determine likes and dislikes in six areas: artistic, business, inquiring (read scientific books; work in a lab; take physics, chemistry, or geometry course), social (help others with their personal problems), vocational (fix electrical things, take a shop course), and enterprising (influence others, sell something, work for Indian causes). Instructions are included for scoring the self-inventory, matching interests with specific jobs in each area, and finding more information on job(s) chosen. The final section deals with tribal careers (land planners, engineers, mechanics, clerical workers, accountants, legal attorneys, resource researchers, resource managers) and training opportunities (special programs in Natural Resources for Native Americans at Humboldt State University, University of Wisconsin, University of Albuquerque, and the Lummi Indian School of Aquaculture and Fisheries). (AC).

FORMAT: Test; Questionnaire; 63p.

TITLE: ***Pre-Vocational Curriculum (Career Education) for 9th and 10th Grade Levels.***

DATE: 1983.

AUTHOR: Arman, Ruby L.; Arman, Mohammad R.

DEVELOPER: Kansas State Department of Education, Division of Vocational Education, Topeka.

AVAILABILITY: For a microfiche copy of this document, order ED236314 from FEIS.

ANNOTATION: These guides consist of 17 units of study for use in a prevocational career education course geared toward ninth and tenth grade students. Covered in the individual lessons are the following topics: assessing personal interests, using the *Dictionary of Occupational Titles*, identifying occupational choices, identifying vocational and educational choices, making decisions, understanding how people communicate nonverbally, making educational or training plans, financing education or training, understanding the types of work available, understanding working conditions and physical demands, examining employer-employee relationships, obtaining information concerning job openings, preparing a resume, completing application forms, and interviewing for a job. Each lesson contains some or all of the following: lesson objectives; an information assignment; supplementary teaching items; classroom, laboratory, shop, or other activities; a lesson review; information sheets; and assignment sheets. (MN).

FORMAT: Teaching Guide; Student Guide; 168p.

TITLE: ***SOI Abilities Assessment; Career and Vocations Forms.***

DATE: 1975.

AUTHOR: Meeker, Mary.; Meeker, Robert.

AVAILABILITY: SOI Systems, Box D, Vida, OR 97488.

ANNOTATION: A use of the subtests of the SOI Learning Abilities Test for career guidance and vocational decision making. The aptitude tests are scored via computer and a list of 12 suitable occupations or professions are generated based on the scores. The SOI series was developed from Guilford's multifactor model of intelligence. This test may be purchased by individuals for self-testing. A cassette is available to administer it. Covers: creativity with objects and figures, creativity with words and ideas, vocabulary, constancy of objects in space, spatial conservation, comprehension of verbal relations, comprehension of extended verbal information, creativity with math, abstract relations, auditory attending, auditory sequencing, psychomotor readiness, visual conceptualization, judging similarities and matching concepts, arithmetic similarities, comprehension of numerical progressions, judgment of correctness of numerical facts, application of math facts, speed of word recognition, form reasoning and logic, visual memory for details, and memory of associations.[6]

FORMAT: Assessment/Screening Instrument.

GRADE LEVEL: 4–12; Higher Education.

Project Descriptions

TITLE: ***Adapting a Vocational Interest (in Audio-Visual Format) for Hispanic Use. Final Report,*** October 1, 1980 through June 30, 1981.

DATE: 1981.

DEVELOPER: Department of Education, Washington, D.C.; Indiana State Department of Public Instruction, Division of Adult and Community Education, Indianapolis.

AVAILABILITY: For a microfiche copy of this document, order ED210485 from FEIS.

ANNOTATION: In order to meet the career investigation needs of young adults of Hispanic origin, a project was conducted in Indiana to adapt an audiovisual vocational

[5]Citation taken from the Test Collection Library. Copyright 1982, Educational Testing Service. Used with permission.

[6]Citation taken from the Test Collection Library. Copyright 1986, Educational Testing Service. Used with permission.

interest test (the Comparative Career Search) to the Spanish language and to adapt the visuals so that 50 percent of the work roles were of persons of Hispanic origin. A listing of the occupations presently included in the Comparative Career Search was developed and reviewed to determine the specific photographs which were necessary for achieving a 50 percent Hispanic imagery in the 72-item career interest test. Nominations and requests were conducted to gain photographic permission to obtain the job-specific shots. Laboratory preparation converted the pictures to correct-format slides, which, in turn, were developed into filmstrips for the final product. The instructions, scoring directions, and answer format were translated from English to Spanish and both printed and narrated to produce the answer sheet and taped directions. Following quantity production, a task force of Spanish-speaking persons reviewed the instrument by completing the test. Their suggestions for improvement were gathered and are provided in the recommendations for further development and dissemination. (Author/KC).

FORMAT: Project Description, 53p.

TITLE: **"Self-Identification of Talents: First Step to Finding Career Directions."**

AUTHOR: Pearson, Henry G.

JOURNAL: *Vocational Guidance Quarterly*; v24 n1 p20–26 Sep 1975.

ANNOTATION: Describes a Career Direction Workshop which aimed to teach individuals how to identify their talents and to link those talents to career fields that make best use of them. Participants underwent 10 hours of both group and individual sessions, during which they examined their past successful experiences. They then analyzed the skills and traits that made these experiences so positive. Lastly, using the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*, participants compared their personal talents with requirements for the various occupational groupings. This method has been used in employment, high school, and college settings, and provides participants with a lifelong guideline for making career decisions.

FEIS Bibliographies

ADMINISTRATION
Business/Industry/Education Linkages (1988); AD425BK88
Training Delivery Systems for Adult Learners (1988); AD427BK88
Workforce 2000 (1988); AD426BK88

AGRIBUSINESS AND NATURAL RESOURCES EDUCATION
Crop Production (1986); AG382BK86
Fundamentals of Agribusiness and Natural Resources Occupations (1984); AG362BK84
Livestock Production (1985); AG381BK85
Microcomputer Programs for Agribusiness and Natural Resources Education (1988); AG403BK88
Ornamental Horticulture (1986); AG397BK86

BUSINESS EDUCATION
Basic Business Management (1986); BE123BK86
Microcomputer Programs for Business Education Occupations (1988); BE130BK88
Word Processing Specialization for Business Education Programs (1985); BE116BK85

CAREER EDUCATION
Assessment Instruments for Career Development (1990); CE228BK90
Career-Development Infusion (1990); CE230BK90
Equity/Nontraditional Career Recruitment and Counseling (1987); CE217BK87
Establishing and Operating a Career Resource Center (1990); CE226BK90
Evaluation of Career-Development Student Competencies and Career-Development Programs (1990); CE229BK90
Family Involvement in Career Development (1990); CE227BK90
School/Work Transition (1988); CE220BK88

EDUCATION FOR THE DISADVANTAGED
Dropout and Retention in Vocational Education Programs (1989); DD026BK89
IMTS Computer Software (1988); DD024FL88

DIVERSIFIED OCCUPATIONS EDUCATION
Diversified Cooperative Training (1987); DO128BK87
Microcomputer Programs for Diversified Education (1988); DO132BK88

GENERIC
Bilingual Vocational Education (1988); GE115BK88
Competency-Based Instructional Materials (1988); GE117FL88
Computer Literacy for Vocational Exploration Programs (1986); GE009FL86
Implementing Competency-Based Vocational Education: A Resource Guide (1985); GE010BK83
Integrating Basic Skills into Vocational Education (1988); GE116BK88
Vocational Instructional Materials for Special Needs Groups (1981); HA013BK81

HEALTH OCCUPATIONS EDUCATION
Emergency Medical Services (1987); HO178BK87
Medical Assisting (1986); HO179BK86
Microcomputer Programs for Health Occupations Education (1988); HO180BK88

HOME ECONOMICS EDUCATION
Child Care (1988); HE310BK88
Home and Family Management (1985); HE247BK85
Microcomputer Programs for Home Economics Education (1988); HE312BK88

INDUSTRIAL EDUCATION
Apprenticeship (1988); IE560BK88
Biomedical Equipment Technology II (1985); IE276BK85
Commercial Foods and Culinary Arts (1984); IE256BK84
Communications Electronics (1985); IE268BK85
Computer Electronics/Servicing Technology (1985); IE279BK85
Electromechanical, Robotics, and Hard Automation Technology (1985); IE272BK85
Electronics Technology (1985); IE266BK85
High Technology (1986); IE505FL86
Microcomputer Programs for Industrial Education (1987); IE506BK87
Technology Education (1990); IA112BK90
Welding (1986); IE380BK86

MARKETING EDUCATION
Business Management and Ownership (1986); ME134BK86
Entrepreneurship (1988); ME141BK88
Fundamentals of Marketing Bibliography (1987); DE132BK87
Marketing and Distribution (1984); DE114BK84
Microcomputer Programs for Marketing and Distributive Education (1988); ME140BK88

TEACHER EDUCATION
Managing CBVE (1987); TE080BK87
Vocational Staff Development (1987); TE079BK87

To request a bibliography for any of these program areas, contact:

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